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ABSTRACT

This book is an ethnographic case study of the school experience of West Indian children in a high school in Toronto (Ontario, Canada), which focuses on how minorities fail to achieve upward social mobility through education. Chapter 1, "Black Cultural Forms in Schools," reviews theories of resistance and cultural inversion in the Canadian context. Chapter 2, "Black Life and Schooling in Canada," describes the experience of blacks in Canada who fled slavery in the United States. Chapter 3, "The Jocks at Lumberville," describes the subcultural lives of the "Jocks." Chapter 4, "Authority, Whites, and Women," examines how the culture in which the students live affects the quality of the relationships they forge with administrators, teachers, and peers. Chapter 5, "Sports as Work," examines the more prosocial athletic life at Lumberville. Chapter 6, "The School: Contribution to Separatism," describes track allocation and student control mechanisms. Chapter 7, "When Structure and Culture Collide: The Outcome of Schooling," analyzes the long-term effects of Lumberville's sorting mechanism on the future of the Jocks. Chapter 8, "Strategies for Change," presents ways to reduce the negative spiraling effects of school structure and student culture. Included are 2 appendices on methodology and immigration criteria, notes on the chapters, an index, and a 152-item bibliography. (JB)

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